Buttsbury Primary School
Art Progression Document

EYFS	Skills Progression	Early Learning Goals
	• Exploring colour and how colours can be changed. • Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects. • Showing interest in and describing the texture of things. • Realising tools can be used for a purpose. • Using simple tools and techniques competently and appropriately. • Selecting appropriate brush for a given purpose. • Exploring what happens when they mix colours. • Experimenting with different textures. • Safely use and explore a variety of materials, tools and techniques. • Experimenting with colour, design, texture, form and function. • Understanding that different media can be combined to create new effects. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Use drawing to represent ideas like movement or loud noises. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in their drawings and paintings, like happiness, sadness, fear.	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

EYFS Brain Busters (Core Knowledge)	All About Me: Self portrait	Lights and Celebrations: Diwali paintings	People who help us: paint a vehicle	Once upon a time: silhouette pictures	Dinosaurs: Rubbings	Big wide world: Recycled jellyfish
	BB – Observational drawing means drawing what you can see	BB – Bright colours symbolise light.	BB – We must look closely when paintings objects.	BB – colour and shapes create different effects	BB – We can use the side of a crayon to make a rubbing.	BB – Junk materials can be used to make things.

EYFS Vocabulary	All About Me: Self portrait	Lights and Celebrations: Diwali paintings	People who help us: paint a vehicle	Once upon a time: silhouette pictures	Dinosaurs: Rubbings	Big wide world: Recycled jellyfish
	Self-portrait observation	Light Colour effect Mixing Change	Paint Draw Collage Join Connect experiment	materials tools design texture shape join	process change rubbing	match beach art Aboriginal art

Year 1	Learning			
	• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Explore the work of a range of artists and make links to their own work. • Describe and give an opinion about the work of an artist. • Ask questions about a piece of art.			
	Drawing	**Painting**	**Printing**	**Sculpture**
	Use pencils to create lines of different thickness in drawings. Use different drawing techniques. Emulate the work of professional artists. Sketching houses.	Primary and Secondary colours. Know how to create a repeating pattern with paint. Know how to create brown paint.	Use rollers to create different patterns. Collagraph printing.	Know how to cut, roll and coil materials. Explore form. Create 3D mural. Use a range of materials creatively to design and make products.

Year 1 Brain Busters (Core Knowledge)	Painting	Printing	Sculpture
	BB1 – The primary colours are red, yellow and blue	BB1 – Transient art can be moved, changed and cleared away.	BB1 – James Rizzi was an American artist and illustrator.
	BB2 – The secondary colours are green, orange and purple	BB2 – Soft and hard pencils make different lines.	BB2 – Pop art is colourful.
	BB3 – A colour wheel shows which primary colours make secondary colours.	BB3 – Texture is the feel of something.	BB3 – 3D means things stand out.

Year 1 Vocabulary	Painting	Printing	Sculpture
	colour wheel primary colour secondary colour mix roll fold template design	transient motif line shape material collage paint roller collagraph	cutting layering overlapping 3-D effect pop art theme artist portrait

Year 2	Learning			
	• Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Explore the work of a range of artists describing the differences and similarities between their own work. • Suggest how artists have used colour, pattern and shape. • Create a piece of art in response to the work of another artist. • Produce creative work, exploring their ideas and recording their experiences. • Evaluate and analyse creative works using the language of art.			
	Drawing	**Painting**	**Printing**	**Sculpture**
	Choose and use three different grades of pencil when drawing. Use charcoal, pencil and pastels to create art. Use a viewfinder to focus on a specific part of an artefact before drawing it. Draw a still life image.	Mix paint to create all the secondary colours (green, orange and purple) Know how to create tints with paint by adding white. Know how to create tones with paint by adding black. Painting still life drawing using water colour paint Applying colour and paint knowledge to create a pattern.	Know how to create a painted piece of art by pressing, rolling, rubbing and stamping.	Explore form using paper plate to make a flower. Explore texture using layering Use clay to form an object from still life composition.

Year 2 Brain Busters (Core Knowledge)	Mix it - Painting	Still Life - Drawing	Flowerhead - Sculpture
	BB1 – Mark Rothko used colour to paint.	BB1 – Paul Cezanne created still life artwork	BB1 – Yayoi Kusama is a Japanese artist
	BB2 – Create tints by mixing in white paint	BB2 – Sketching is an artist's rough drawing	BB2 – A sculpture is a 3D model.
	BB3 – Create shades by mixing in black paint	BB3 – Still life artwork shows a selection of objects	BB3 – Clay has to dry before it can be painted.

Year 2 Vocabulary	Mix it - Painting	Still Life - Drawing	Flowerhead - Sculpture
	tones tint shade	composition texture subject matter background foreground	contemporary artist form visual element

Year 3	Learning			
	• Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas • Explain what he/she likes or dislikes about their work • Know about some of the great artist and give a personal opinion/reflection			
	Techniques			
	Drawing	**Painting**	**Printing**	**Sculpture**
	Shading Explore different grades of pencil to shade (pressure of pencil) and show different tones and textures including light to dark. **Composition** Use a viewfinder to select a view then record what is in the frame.	**Poster Paint** **Techniques** Use a range of brushes to create different effects in painting including how to hold and care of brushes. **Colour Mixology** Understand and identify key aspects such as primary and secondary colours; colour as tone; warm and cold colours hues and tints.	**Polystyrene tiles and fabric, fabric paint** **Techniques** Print onto different materials using at least 2 colours. Create polystyrene printing tiles using relief or impressed techniques Create repeating patterns and images	**Clay (History link)** **Techniques** Use basic tools to create surface patterns and textures. Sculpt beads in varying shapes and sizes using fingers

Year 3 Brain Busters (Core Knowledge)	Drawing	Painting	Printing and Textiles
	BB1: Marianne North is a famous artist	BB1: Picasso is a Spanish Painter.	BB1: Favianna Rodriguez is a famous printing artist.
	BB2: Sketch pencils can be soft or hard	BB2: A thin paintbrush can be used for detail.	BB2: Favianna Rodriguez is from America.
	BB3: We use sketch pencils to shade	BB3: Picasso uses different colours to express moods in his paintings.	BB3: A repeated pattern is the same image replicated.
	BB4: Smudging is a drawing technique	BB4: Abstract art includes a range of shapes and colours.	BB4: Impress is when a tile is scratched.
	BB5: We use sketching paper to draw	BB5: A self-portrait is a portrait of an artist made by that artist.	BB5: A roller is used to ensure equal pressure is applied.

Year 3 Vocabulary	Drawing	Painting	Printing and Textiles
	Marianne North Shading Pressure Dark Light Pencil grades Viewfinder Scale Contrast	Gallery Mood Brush strokes Thin Thick Pablo Picasso Abstract Self-portrait	Favianna Rodriguez Polystyrene Tiles Medium Printing Ink Block Printing

Year 4	Learning		
	• Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Articulate how he/she might improve their work using technical terms and reasons as a matter of routine • Describe some of the key ideas, techniques and working practices of artists who he/she has studied		
	Drawing	**Painting**	**Sculpture**
	Shading Use blending (smudging) to create light and dark. Show shadows (Science link) **Composition** Draw familiar objects with correct proportions and composition: foreground, mid-ground and background (still life) (including different viewpoints) **Techniques** Use marks and lines to show texture in my art using charcoal and chalk. Use line, tone, shape and colour to represent still life.	**Poster Paint** **Techniques** Develop brush control of finer brushes (sfumato [soft edges through blending and tiny strokes) Experiment with creating mood, feeling, by selecting appropriate brushes and learnt techniques **Colour Mixology** Identify and use tertiary colours	**Papier-mâché** **Techniques** Plan, design and make models from observation or imagination Use different joining techniques and tools (glue, celotape, tabs etc) Finishing medium – poster paint

Year 4 Brain Busters (Core Knowledge)	Sculpture	Drawing	Painting
	BB1: Yayoi Kusama is a Japanese artist aka the princess of polka dots.	BB1: Paul Cezanne was a French post-impressionist artist.	BB1: Surrealism is where unrealistic images are created.
	BB2: Pop art started in the 1950s and 1960s**.**	BB2: Still life is anything that does not move.	BB2: Salvador Dali was an iconic surrealist artist.
	BB3: A sculpture is a 3-D art object.	BB3: Proportion is when size is realistic.	BB3: Proportion is when the size of items are made realistic.
	BB4: Papier mâché is a mixture of paper and glue that becomes hard when dry.	BB4: Charcoal and chalk pastels are different art media.	BB4: When 2 items have been combined, it is called metamorphosis.
	BB5: Poster paint is a water-soluble opaque paint.	BB5: Composition is the arrangement of items in a picture.	BB5: Juxtaposition makes the ordinary extraordinary.

Year 4 Vocabulary	Sculpture	Drawing	Painting
	knead mould pinch impress decorate manipulate	shadow proportion sketch observational still life	surrealism complimentary colours tertiary colours flat wash gradient blending

Year 5	Learning			
	• Develop different ideas which can be used and explain his/her choices for the materials and techniques used. • Evaluate his/her work against their intended outcome • Research and discuss various artists and designers and discuss their processes and explain how these were used in the finished product			
	Drawing	**Painting**	**Printing**	**Sculpture**
	Shading Identify and draw objects and use marks and lines to produce texture and light (hatching and cross-hatching). Successfully use shading to create mood and feeling. **Composition** Use line, tone, shape and colour to represent figures and forms in movement, using proportion for whole bodies.	**Water Colour** **Techniques** Create different effects by using a variety of tools and techniques such as bleeds, washes, feathering Work with wet-on-wet and mix colours on the page Create a background using a wash and experiment with colour mixing, amount of water and changing tone. Show reflections in art using watercolour. **Colour Mixology** Mix colours to express mood Divide foreground from background or demonstrate tones Identify and use complementary colours	**Fabric and fabric dye** **Techniques** Experiment with overlays (elastic bands) to create new colours/patterns with at least two colours Explore a range of techniques (https://www.gathered.how/arts-crafts/tie-dye-patterns/)	**Modroc** **Techniques** Shape, form, model and construct from 2D drawings. Create a frame using modelling wire Create proportion through layering

Year 5 Brain Busters (Core Knowledge)	Water Colour	Printing and Textiles	Sculpture
	BB1: There are 3 watercolour techniques, wet on wet, wet on dry, and dry on dry.	BB1: Courtenay Pollock is a living American artist.	BB1: Edward Degas was a French artist.
	BB2: William Turner was an English painter and watercolourist	BB2: Courtney Pollock is a tie dye artist.	BB2: Degas lived and worked during the 19th century (1834-1917).
	BB3: He lived in London.	BB3: Pollock created colourful mandala designs.	BB3: Degas was well known for his sculptures, prints and drawings.
	BB4: He was a romanticist artist.	BB4: Dye is used to change or add colour to something.	BB4: Degas was an impressionist painter. He used short, thin brushstrokes to create the impression of movement.
	BB5: In watercolour art, you create a wash as a background first.	BB5: To create tie dye art, tie your fabric into knots and submerse it in the dye.	BB5: Many of Degas' pieces of work depict dancers, particularly ballerinas.

Year 5 Vocabulary	Water Colour	Printing and Textiles	Sculpture
	wet on wet wet on dry dry on dry Watercolour Wash Dry brush Scumbling hue	Tie dye spiral scrunch sunburst Box folds reverse tie dye	angular figure form frame proportion mod rock

Year 6	Learning		
	• Select ideas based on first hand observations, experience or imagination • Adapt his/her own final work following feedback or discussion based on their preparatory ideas • Describe the work and ideas of various artists and architects using appropriate vocabulary and referring to historical and cultural contexts • Explain and justify preferences towards different styles and artists		
	Techniques		
	Drawing	**Painting**	**Sculpture**
	Shading Use stippling to create light and dark. **Composition** Begin to develop an awareness of composition, scale and proportion in their work **Perspective** Use simple perspective in their work using a single focal point and horizon line.	**Acrylic** **Techniques** Develop glazing technique (slow build up of thin layers to create tone) Use tone to achieve depth e.g. darker foreground and lighter background. **Colour Mixology** Explore and use block colour Identify and use harmonious colours	**Clay** Develop skills in using clay including slabs, coils and slips Produce intricate patterns and textures in a malleable media using tools precisely Finishing medium – glazing using acrylic

Year 6 Brain Busters (Core Knowledge)	Sculpture	Painting	Drawing
	BB1: Grayson Perry is a potter from Chelmsford.	BB1: Eduardo Kobra is a spray paint artist from Brazil.	BB1: Architecture = designing and building.
	BB2: Slab = flat shapes of clay that are joined.	BB2: Realistic art = art that uses photography as a stimuli and uses a range of shapes and colours	BB2: Perspective drawings give the illusions of spatial depths.
	BB3: Slip = engrave and wet clay to join.	BB3: Harmonious colours = colour combinations that create pleasing contrasts	BB3: 3D drawings show width, length and depth.
	BB4: Coil = roll clay into sausage shape and wrap.	BB4: Harmonious colours = colours that sit beside each other on the colour wheel.	BB4: Shading techniques include hatching, cross-hatching and stippling.
	BB5: Clay is a mailable medium.	BB5: glazing = layering paint on top of the main colour to change the shade.	BB5: Vanishing point = point that appears furthest from the viewer.

Year 6 Vocabulary	Sculpture	Painting	Drawing
	slabs coils slip spatula tool gouge carve mailable juxtaposition	realistic abstract acrylic harmonious colours glazing layer	positive space negative space form cross hatch stippling vanishing point